

AD-A123 270

THE EFFECT OF VARYING SURVEY ADMINISTRATION TIME ON
ORGANIZATIONAL ASSESS. (U) LEADERSHIP AND MANAGEMENT
DEVELOPMENT CENTER MAXWELL AFB AL J S AUSTIN DEC 82

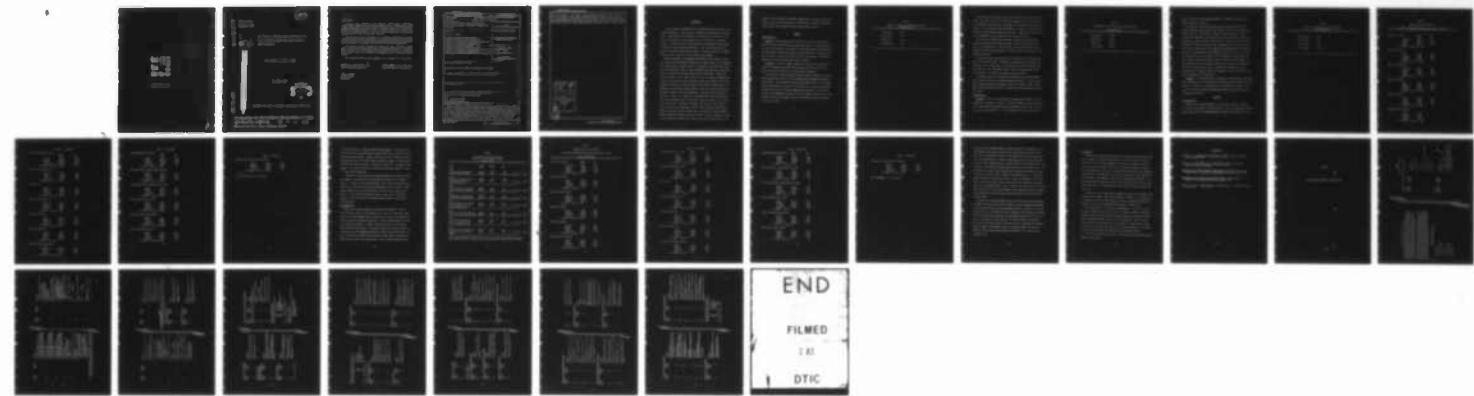
UNCLASSIFIED

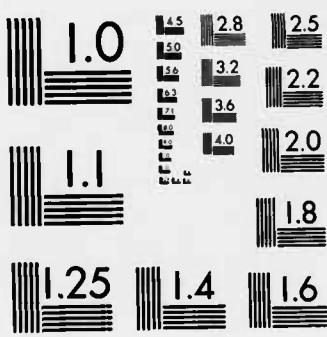
LMDC-TN-82-1

1/1

F/G 5/1

NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

DTIC FILE COPY

ADA123270

LMDC-TN-82-1
DECEMBER 1982

20



THE EFFECT OF VARYING SURVEY ADMINISTRATION
TIME ON ORGANIZATIONAL ASSESSMENT PACKAGE
(OAP) RESPONSES

CAPT JEFFREY S. AUSTIN, USAF

DECEMBER 1982

DTIC
SELECTED
S JAN 11 1983 D
B

APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED.

LEADERSHIP AND MANAGEMENT DEVELOPMENT CENTER
AIR TRAINING COMMAND 83 01 11 011
Maxwell Air Force Base, Alabama 36112

LMDC-TN-82-1

Technical Notes prepared by the Leadership and Management Development Center (LMDC), Maxwell Air Force Base, Alabama, report a completed research project documented by literature review references, abstract and testing of hypotheses, whether stated or implied. Technical Notes are intended primarily for use within the Air Force, but may be distributed to researchers outside the USAF, both military and civilian.

The views and opinions expressed in this document represent the personal views of the author only, and should not in any way be construed to reflect any endorsement or confirmation by the Department of Defense, the Department of the Air Force, or any other agency of the United States Government.

This report has been reviewed and cleared for open publication and/or public release by the appropriate Office of Public Affairs (PA) in accordance with AFR 190-17 and is releasable to the National Technical Information Center where it will be available to the general public, including foreign nations.

This Technical Note has been reviewed and is approved for publication.

LAWRENCE O. SHORT, Major, USAF
Chief, Research Operations

LLOYD WOODMAN, JR., Lt Col, USAF
Director, Research and Analysis

JOHN E. EMMONS
Colonel, USAF
Commander

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER LMDC-TN-82-1	2. GOVT ACCESSION NO. <i>AD-A12 3270</i>	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) The Effect of Varying Survey Administration Time on Organizational Assessment Package (OAP) Responses		5. TYPE OF REPORT & PERIOD COVERED Final
7. AUTHOR(s) Jeffrey S. Austin		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS Research and Analysis Directorate (AN) Leadership and Management Development Center (ATC) Maxwell Air Force Base, Alabama 36112		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS Research and Analysis Directorate (AN) Leadership and Management Development Center (ATC) Maxwell Air Force Base, Alabama 36112		12. REPORT DATE December 1982
		13. NUMBER OF PAGES 30
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		15. SECURITY CLASS. (of this report) Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Organizational Assessment Package (OAP) OAP data collection biases Survey administration survey administration time		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) Despite attempts to prevent biases induced by survey administration, certain problems in administration of organizational development surveys in the military occur due to the nature of the mission. At a large organization located at one base, the responses of individuals taking the survey at four times relative to their normal duty schedule were analyzed. Efforts were made to select persons equal in demographic characteristics. The four groups were (1) before duty hours, (2) during duty hours, (3) after duty hours, and (4) on a separate		

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

Block 20 continued. training day. Those taking the survey during normal duty hours were higher on most scales. Those taking the survey during a training day rated management and supervisor factors higher. Finally, those taking the survey before duty duty hours generally rated supervisory factors slightly lower, while those taking the survey after typically rated job factors slightly lower.

Accession For	
NTIS GRA&I	<input checked="" type="checkbox"/>
DTIC TAB	<input type="checkbox"/>
Unannounced	<input type="checkbox"/>
Justification	
By	
Distribution/	
Availability Codes	
Dist	Avail and/or
	Special
A	



Unclassified

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

Background

It has long been recognized that survey administration can affect individual responses to various questions (Cronbach, 1970; Duncan 1947; Melton, 1947). Such things as the condition of the testing room, control of the group, and directions to the subjects have all been shown to influence scores. The administration of the Organizational Assessment Package (OAP) is subject to many of these same biases. It will be the purpose of this paper to more fully understand the effect of taking the survey at different points in time in relation to one's normal duty schedule.

Although Leadership and Management Development Center Regulation 10-4, the Organizational Assessment Package Survey Program (1979, p. 3-1) mandates that "data collection must be done as consistently as possible from time to time and from base to base to insure comparability of the data", many technical and logistical problems prevent absolute compliance. Indeed, most project officers at the client's base fail to or are unable to schedule participants during their normal duty hours as they are directed to do in the Management Consultation Project Officer's Guide (1980). Reasons given for scheduling an individual or work group at a time other than duty hours are typically related to mission requirements, and appear to be unavoidable obstacles. Hence, it is important to understand the effect of taking the survey during nonduty hours. Since alert subjects are more likely to give their best, what is the effect of getting up an hour and a half early to take a survey prior to beginning a shift? Since fatigue has been shown to affect motivation to take a survey, what is the effect of having worked a normal shift only to face an hour-long survey? If one is temporarily upset at the prospect of staying after duty hours to take a survey, what is the

effect on one's responses on the OAP? Indeed, what if one were required to report to work on a "training day" to take the OAP? Information regarding these questions was the motivation for the following analyses.

Method

Investigation 1

Subjects. Based on the nature of the job, Air Force security police often are unavailable during their normal duty hours for long enough periods of time to take the OAP. At one base, an effort was made to identify those who were required to take the survey (a) before duty hours, (b) during normal duty hours, (c) after duty hours, (d) on a training day. The number of subjects for the entire sample are listed in Table 1.

Procedure. A series of oneway analyses of variance were performed to ascertain differences that might exist among the groups across the 800 series variables as identified in the OAP Output (Appendix).

The data within the OAP data base contains survey information collected since January 1979 by the Air Force Leadership and Management Development Center (LMDC). The 109 question survey was designed by the Air Force Human Resources Laboratory to aid LMDC in its mission to: (a) provide management consulting services to Air Force commanders upon request, (b) to provide leadership and management training, and (c) to conduct research on Air Force systemic issues with information within the accumulated data base (Hendrix and Halverson, 1979).

Table 1

Number of Subjects by Treatment Condition
Investigation 1

Before Duty	257
During Duty	81
After Duty	213
Training Day	135

Administration of the survey is the first step in the consultation process. The survey is given to a stratified random sample of the organization to which LMDC has been invited. The results of the survey are an important feature in the assessment of the organization. The results are handled in a confidential manner between LMDC and the client. Feedback is then provided to the commander and every supervisor within the organization.

When specific problems are encountered, a consultant and supervisor develop a management action plan designed to reduce the problem at that level of the organization. Within 6 months, the consulting team returns to readminister the survey instrument as a means to assess the impact of the consulting process.

The data from each consulting effort are stored in an increasing data base for research purposes. These data are aggregated by work group codes developed for this instrument. The data may be recalled by personnel category, age, sex, AFSC, pay grade, time in service, and educational level. The remainder of the items are combined to form 24 factors.

The oneway analyses of variance were followed up by a Student-Newman-Keuls multiple range test to further analyze differences. Finally, the two most comparable groups were compared across all individual items to determine if any differences existed. This analysis was performed using a series of t-Tests.

Investigation 2

Subjects. The initial investigation provided some suspicion in the comparability of the groups. Indeed, a follow-up breakdown indicated that the initial group that was surveyed during duty hours was more senior in terms of time in service (Table 2). In this investigation, only those with less

Table 2
Percentages of First Term Airmen Within Groups

Investigation 1

Before Duty	81.8%
During Duty	27.2%
After Duty	71.1%
Training Day	81.5%

than four years of service were considered. The sample now contained the numbers reflected in Table 3.

The personnel taking the survey during duty hours were found to be evenly distributed among the major work centers (staff, law enforcement, and missile security). Additionally, further chi square analyses yielded no significant differences in the composition of law enforcement and security personnel in either the Before or After groups. However, significant differences ($\chi^2 = 94.58$) were found in the composition of the training group. The following analyses must be viewed with the knowledge that the training group has an inordinately high percentage of missile security. In as much as the primary aim of this study is to first analyze the differences that exist based on time the survey was taken in relation to duty schedule, it was decided not to lose the power derived from the sample size; therefore, the author elected to avoid use of a statistical procedure that might account for the inequality within this one group. The implications of any found differences will be discussed.

Procedure. The same procedure as identified in investigation 1 was used with the exception of using only those individuals with less than four years service. An analysis of covariance was not selected for a number of reasons, the primary one being the unnecessary complication of the multiple comparisons among units.

Results

Investigation 1

Results of the oneway analyses of variance are presented in Table 4. All significant results are reported using $p > .05$. The significant differences found using the Student-Newman-Keuls range test are shown by the use

Table 3

Number of Subjects by Treatment Condition
Investigation 2

Before Duty	205
During Duty	22
After Duty	146
Training Day	108

Table 4
Oneway Analyses of Variance
Time Survey Administered Across Organizational Factors

V800 Skill Variety	<u>Mean</u>	<u>SD</u>
Training	2.78	1.28
Before	3.04	1.44
After	3.06	1.40
During	4.54	1.43
F (3,657) = 30.48, p < .001		

V801 Task Identity

After	3.65	1.42
Before	3.79	1.39
Training	3.90	1.58
During	4.94	1.17
F (3,630) = 17.20, p < .001		

V802 Task Significance

Training	4.46	1.67
Before	4.49	1.74
After	4.51	1.69
During	5.84	1.22
F (3,668) = 15.82, p < .001		

V804 Job Feedback

After	3.53	1.41
Before	3.75	1.48
Training	3.80	1.48
During	4.97	1.16
F (3,660) = 20.90, p < .001		

V805 Work Support

During	3.92	1.10
Before	4.23	1.11
After	4.25	1.17
Training	4.62	1.16
F (3,629) = 6.61, p < .001		

V806 Need for Enrichment

After	4.70	
Training	4.71	
Before	4.79	
During	5.69	
F (3,659) = 8.22, p < .001		

Table 4 Continued.

V807 Job Motivation Index

	<u>Mean</u>	<u>SD</u>
After	43.98	37.03
Before	45.45	36.14
Training	49.19	37.96
During	113.96	64.92
F (3,555)	= 59.42, p < .001	

V810 Job Performance Goals

Before	4.14	1.00
After	4.15	1.16
Training	4.24	1.05
During	4.72	.97
F (3,635)	= 6.61, p < .001	

V811 Pride

Before	3.45	1.77
After	3.49	1.83
Training	3.52	1.86
During	5.11	1.75
F (3,661)	= 19.55, p < .001	

V812 Task Characteristics

After	3.74	1.15
Training	3.78	1.17
Before	3.82	1.18
During	5.08	1.00
F (3,599)	= 30.19, p < .001	

V813 Task Autonomy

After	2.46	1.13
Before	2.52	1.10
Training	2.86	1.14
During	4.39	1.36
F (3,645)	= 62.18, p < .001	

V814 Work Repetition

Before	5.38	1.25
Training	5.46	1.42
After	5.60	1.45
During	5.68	1.37
F (3,669)	= 1.41, NS	

V817 Advancement-Recognition

Before	3.61	1.16
Training	3.72	1.10
After	3.74	1.22
During	4.72	1.17
F (3,657)	= 18.60, p < .001	

Table 4 Continued.

V818 Management-Supervision

	<u>Mean</u>	<u>SD</u>
Before	4.53	1.52
After	4.80	1.59
Training	5.10	1.31
During	5.46	1.53
F (3,628) = 8.83, p < .001		

V819 Supervisory Communications Climate

Before	4.01	1.60
After	4.38	1.75
Training	4.62	1.29
During	4.99	1.69
F (3,639) = 8.78, p < .001		

V820 Organizational Communications Climate

Before	3.56	1.30
After	3.60	1.41
Training	4.03	1.28
During	4.85	1.33
F (3,632) = 21.56, p < .001		

V821 Perceived Productivity

After	4.59	1.37
Before	4.63	1.38
Training	4.95	1.22
During	5.69	1.17
F (3,635) = 15.37, p < .001		

V822 Job Related Satisfaction

Before	3.74	1.25
After	3.88	1.39
Training	4.02	1.27
During	5.05	1.37
F (3,539) = 19.51, p < .001		

V823 Job Related Training

Before	3.70	1.52
After	3.77	1.52
Training	4.05	1.56
During	4.51	1.87
F (3,651) = 5.96, p < .001		

Table 4 Concluded

V824 General Organizational Climate

After	3.54	1.45
Before	3.57	1.37
Training	3.81	1.40
During	4.96	1.45

F (3,636) = 22.01, p < .001

NS = Differences not significant

of a bar technique to indicate differences among groups. For example, the solid line for V814, Work Repetition indicates there are no significant differences among the groups. However, the use of 2 bars for V800, Skill Variety indicates that the Training, Before, and After subsets are significantly different from the During group. The means are provided. One general trend emerges. The group that took the survey during duty hours generally scores in a more positive direction.

A second set of analyses that was conducted between the Before and After duty groups. The results of the significant differences are displayed in Table 5. It appears that those individuals that took the survey before work were less satisfied with supervisory communications and assistance. These groups appeared to be basically matched in terms of type of job, age and grade. It is possible that having to report to work early as opposed to staying a little late "cost" the supervisor some "points" in the minds of the subordinates.

Investigation 2

Results of the oneway analyses of variance are presented in Table 6. All significant results are reported using $p > .05$. As in the first investigation, a Student-Newman-Keuls follow-up test was used. The same display format indicates significant differences. In this investigation only first term airmen were selected. Numerous differences were still found among these closely matched groups. For example, those that took the survey on a "training day" rated Management-Supervision, Supervisory Communications Climate, Organizational Communications Climate and Work Support significantly better than did one or more other groups. While it may be argued that the

Table 5

Significant Differences Between
Before Duty and After Duty Groups
Across Items*

<u>ITEM</u>	<u>GROUP</u>	<u>MEAN</u>	<u>SD</u>	
V424 My supervisor takes time to help me when needed	Before After	4.83 5.24	1.87 1.92	t = -2.30 (df = 462)
V428 My supervisor explains how the job contributes to overall mission	Before After	3.90 4.33	1.80 1.94	t = -2.49 (df = 462)
V433 My supervisor lets me know when I am doing a good job	Before After	4.20 4.60	1.99 2.08	t = -2.09 (df = 458)
V435 My supervisor always helps me improve my performance	Before After	4.05 4.49	1.80 1.91	t = -2.56 (df = 460)
V437 My performance has improved due to feedback received from my supervisor.	Before After	3.92 4.35	1.94 2.01	t = -2.31 (df = 458)
V439 When I need technical advice I usually go to my supervisor	Before After	4.17 4.34	1.93 2.00	t = -1.99 (df = 456)
V442 My supervisor frequently gives me feedback on how well I am doing my job	Before After	3.88 4.37	1.94 2.06	t = -2.57 (df = 460)
V445 My supervisor fully explains procedures to each group member	Before After	4.33 4.74	1.76 1.90	t = -2.39 (df = 459)

*Only those differences significant at the $p < .05$ level are reported because of space considerations. Complete data are available from the author upon request.

Table 6
Oneway Analysis of Variance
Time Survey Administered Across Organizational Factors

First Term Airmen		
	<u>Mean</u>	<u>SD</u>
V800 Skill Variety		
Training	2.72	1.21
After	2.86	1.37
Before	2.93	1.41
During	3.64	1.36
F (3,473) = 2.84, p < .05		
V801 Task Identity		
After	3.58	1.43
Before	3.70	1.40
Training	3.84	1.47
During	4.39	1.27
F (3,448) = 2.33, NS		
V802 Task Significance		
After	4.32	1.73
Training	4.39	1.67
Before	4.42	1.75
During	5.36	1.47
F (3,477) = 2.45, p < .05		
V804 Job Feedback		
After	3.41	1.45
Before	3.67	1.47
Training	3.75	1.43
During	4.70	1.21
F (3,472) = 5.43, p < .01		
V805 Work Support		
During	3.94	1.01
Before	4.23	1.14
After	4.27	1.20
Training	4.73	1.14
F (3,444) = 5.53, p < .01		
V806 Need for Enrichment		
After	4.46	1.73
Before	4.62	1.69
Training	4.76	1.58
During	5.38	1.26
F (3,472) = 2.21, NS		

Table 6 Continued.

V807 Job Motivation Index	<u>Mean</u>	<u>SD</u>
After	41.50	36.48
Before	42.09	34.84
Training	47.67	34.76
During	80.33	47.39
F (3,392) = 7.90, p < .01		

V810 Job Performance Goals

After	4.03	1.17
Before	4.13	.99
Training	4.24	.99
During	4.36	1.31
F (3,452) = 1.10, NS		

V811 Pride

After	3.26	1.81
Before	3.32	1.77
Training	3.50	1.82
During	4.18	2.12
F (3,473) = 1.87, NS		

V812 Task Characteristics

After	3.59	1.16
Training	3.73	1.10
Before	3.75	1.16
During	4.53	1.04
F (3,425) = 4.21, p < .01		

V813 Task Autonomy

Before	2.41	1.06
After	2.42	1.12
Training	2.84	1.04
During	3.53	1.19
F (3,464) = 10.51, p < .01		

V814 Work Repetition

Before	5.41	1.43
Training	5.56	1.54
After	5.66	1.44
During	6.26	1.01
F (3,479) = 2.60, NS		

V817 Advancement-Recognition

Before	3.51	1.14
After	3.62	1.23
Training	3.65	1.06
During	4.20	1.48
F (3,480) = .56, NS		

Table 6 Continued.

V818 Management-Supervision	<u>Mean</u>	<u>SD</u>
Before	4.46	1.53
During	4.53	1.88
After	4.72	1.65
Training	5.02	1.28
F (3,472) = 3.11, p < .05		

V819 Supervisory Communications Climate

Before	3.96	1.61
During	4.06	1.01
After	4.30	1.75
Training	4.49	1.27
F (3,463) = 2.79, p < .05		

V820 Organizational Communications Climate

Before	3.55	1.30
After	3.64	1.35
Training	4.06	1.22
During	4.32	1.41
F (3,455) = 5.11, p < .05		

V821 Perceived Productivity

After	4.50	1.38
Before	4.57	1.31
Training	4.78	1.20
During	5.23	1.48
F (3,456) = 2.46, NS		

V822 Job Related Satisfaction

Before	3.67	1.27
After	3.82	1.41
Training	3.97	1.23
During	4.62	1.47
F (3,422) = 3.96, p < .05		

V823 Job Related Training

During	3.61	2.14
Before	3.62	1.52
After	3.67	1.49
Training	4.07	1.54
F (3,466) = 2.12, NS		

Table 6 Concluded.

V824 General Organizational Climate

Before	3.51	1.34
After	3.52	1.43
Training	3.77	1.39
During	4.44	1.58

F (3,459) = 3.56, p < .05

NS = Differences not significant

"During" group is somewhat higher on many scales due to differences in duty requirements, those taking the survey on a training day were found to be equal in job requirements to those in the Before duty and After duty groups. This is substantiated by a review of the composition of the work groups as well as the near identical scores on such indexes as Skill Variety, Task Significance, Job Feedback, Job Performance Goals, and Task Characteristics. In conclusion, it appears that those taking the survey Before duty score lower on items that relate to their supervisor and communications. It should be noted that these differences are often .5 point in magnitude. This difference is relatively large, and would often move a work group from an acceptable to an unacceptable range. Thus, it appears that those taking the survey before the start of a duty shift generally rate supervisory factors slightly lower, while those taking the survey after duty typically rate job factors slightly lower.

The previous differences noted within the training group are noteworthy. In general, this group was found to contain a vastly disproportionate number of missile security versus law enforcement personnel. Based on all security police data within the LMDC data base, one expects missile security personnel to score significantly lower than law enforcement personnel on 13 of 20 factors. Of the remaining seven factors, six should reflect no differences. Yet, the training group (missile security) rated the supervisor and communications higher than the Before group, and Autonomy higher than both the Before and After groups (groups without differences in a security-law enforcement mix).

Discussion

Potential contaminants to the data of this selected unit have been uncovered. However, it appears that the time an individual takes the survey in relation to his or her duty schedule will impact on responses on the OAP. Certain trends were found in this unit, and one can speculate the impact of this throughout the data base. As discussed, several types of jobs generally dictate that an individual will have to take the survey at times other than the duty shift. An example of this is the law enforcement personnel. Perhaps supervisory indexes within these units are artificially .5 points lower than they would be if those individuals were able to take the survey during duty hours.

Surveys given under these various conditions do have value; however, some individual work groups' scores may be somewhat misleading. If a survey must be given at a time other than duty hours, the only acceptable procedure is to document the fact and to review the results with a critical eye.

Additional studies in this area are recommended. First, the use of an additional sample to verify these results is needed. Secondly, a carefully designed study should be developed to explore some casual obse~vances noted herein regarding the Before, After and training groups: Should we expect those groups to show the noted bias consistently? Do those who must report an hour and a half early feel it is due to supervisory weakness? Are those staying late particularly dissatisfied with job characteristics?

At this time, the warning is clear. Timing of survey administration does impact survey results.

References

Cronbach, L.J. Essentials of psychological testing, (3rd ed.) New York:
Harper and Row, 1970.

Duncan, A.K. Some Comments on the Army General Classification Test.
Journal of Applied Psychology, 1947, 31, 143-149.

Organization Assessment Package Survey Program, (LMDC Regulation 10-4).
Maxwell AFB AL: Leadership and Management Development Center, 1980.

Management Consultation Project Officer's Guide. Maxwell AFB AL:
Leadership and Management Development Center, 1980.

Melton, A.W. (Ed.), Apparatus tests. Washington D.C.: Government Printing
Office, 1947.

Appendix

Organizational Assessment Package Output

ORGANIZATIONAL ASSESSMENT PACKAGE OUTPUT

The Organizational Assessment Package (OAP) was developed for use by the Air Force Leadership and Management Development Center (LMDC), Maxwell AFB, Alabama. The LMDC mission includes (a) providing management consultation services to Air Force commanders, (b) providing leadership and management training to Air Force personnel in their work environment, and (c) performing research in support of (a) and (b). The consultative role involves organizational problem area identification and recommendations for resolving problems identified.

The OAP was designed to support the mission objectives of LMDC. First, the OAP provides a means of identifying existing strengths and weaknesses within organizational work groups and aggregated work groups, such as directorates. Second, research results can be fed back into Professional Military Education curricula; other leadership and management training courses; and when action is required, to Air Staff and functional offices of primary responsibility. Third, the OAP data base established can be used for research to strengthen the overall Air Force organizational effectiveness program.

EXTERNALLY CODED DESCRIPTORS

Batch Number
Julian Date of Survey
Major Air Command
Base Code
Consultation Method
Consultant Code

Survey Version

FACTORS

Survey Version: OAP 14 Feb 79

FACTOR: DEMOGRAPHIC (NOT A STATISTICAL FACTOR)

SECTION A

<u>VARIABLE NUMBER</u>	<u>STATEMENT NUMBER</u>	<u>STATEMENT</u>
-	-	Supervisor's Code
-	-	Work Group Code
-	-	Sex
-	-	Your age is
-	-	You are (officer, enlisted, GS,etc.)
-	-	Your pay grade is
-	-	Primary AFSC
-	-	Duty AFSC

SECTION B

<u>VARIABLE NUMBER</u>	<u>STATEMENT NUMBER</u>	<u>STATEMENT</u>
003	1	Total years in the Air Force:
		1. Less than 1 year 2. More than 1 year, less than 2 years 3. More than 2 years, less than 3 years 4. More than 3 years, less than 4 years 5. More than 4 years, less than 8 years 6. More than 8 years

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT						
		STATEMENT			STATEMENT NUMBER	STATEMENT		
STATEMENT			STATEMENT			STATEMENT		
004	2.	Total months in present career field:			6	Your highest education level obtained is:		
		1. Less than 1 month	2. More than 1 month, less than 6 months	3. More than 6 months, less than 12 months	4. More than 12 months, less than 18 months	5. More than 18 months, less than 24 months	6. More than 24 months, less than 36 months	7. More than 36 months
005	3	Total months at this station:			7	Highest level of professional military education (residence or correspondence):		
		1. Less than 1 month	2. More than 1 month, less than 6 months	3. More than 6 months, less than 12 months	4. More than 12 months, less than 18 months	5. More than 18 months, less than 24 months	6. More than 24 months, less than 36 months	7. More than 36 months
006	4	Total months in present position:			8	How many people do you directly supervise?		
		1. Less than 1 month	2. More than 1 month, less than 6 months	3. More than 6 months, less than 12 months	4. More than 12 months, less than 18 months	5. More than 18 months, less than 24 months	6. More than 24 months, less than 36 months	7. More than 36 months
007	5	Your Ethnic Group is:			9	For how many people do you write performance reports?		
		1. American Indian or Alaskan Native	2. Asian or Pacific Islander	3. Black, not of Hispanic Origin	4. Hispanic	5. White, not of Hispanic Origin	6. Other	
24	11	Which of the following "best" describes your marital status?			10	Does your supervisor actually write your performance reports?		
		0. Not married.	1. Married: Spouse is a civilian employed outside home.	2. Married: Spouse is a civilian employed outside home - geographically separated.	3. Married: Spouse not employed outside home.	4. Married: Spouse not employed outside home - geographically separated.	5. Married: Spouse is a military member.	6. Married: Spouse is a military member - geographically separated.
008		7. Single parent.						

NOTE: Variable 008, statement 11 was added to the OAP on 19 Jan 80 and replaced variable 014, which appears on page 3. Although no longer used variable 012 is still shown because data collected from about 25,000 samples for this variable is still in the data base.

2.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
014	11	Your work requires you to work primarily:			
		1. Alone 2. With one or two people 3. As a small work group (3-5 people) 4. As a large work group (6 or more people) 5. Other			
015	12	What is your usual work schedule?			
		1. Day shift, normally stable hours 2. Swing shift (about 1600-2400) 3. Mid shift (about 2400-0800) 4. Rotating shift schedule 5. Day or shift work with irregular/unstable hours 6. Frequent TDY/travel or frequently on-call to report to work 7. Crew schedule			
016	13	How often does your supervisor hold group meetings?			
		1. Never 2. Occasionally 3. Monthly			
		4. Weekly 5. Daily 6. Continuously			
017	14	How often are group meetings used to solve problems and establish goals?			
		1. Never 2. Occasionally			
		3. About half the time 4. All of the time			
018	15	What is your aeronautical rating and current status?			
		1. Nonrated, not on aircrew 2. Nonrated, now on aircrew 3. Rated, in crew/operations job 4. Rated, in support job			

FACTORS 800 SERIES: Each 800 series factor consists of two or more variables which correspond to statements in the OAP. A mean score can be derived for each factor except 805, 807, 808, 809 and 805 by using a "straight average." The formula for computing the exceptions is indicated.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
201	17	To what extent does your job require you to do many different things using a variety of your talents and skills?

To what extent does your job require you to use a number of complex skills?

FACTOR 801: TASK IDENTITY

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
202	18	To what extent does your job involve doing a whole task or unit of work?
211	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?

FACTOR 802: TASK SIGNIFICANCE

VARIABLE NUMBER	STATEMENT
203	19 To what extent is your job significant in that it affects others in some important way?
210	27 To what extent does doing your job well affect a lot of people?

FACTOR 803 (NOT USED)

VARIABLE NUMBER	STATEMENT

FACTOR 804: JOB FEEDBACK

VARIABLE NUMBER	STATEMENT
272	22 To what extent are you able to determine how well you are doing your job without feedback from anyone else?

FACTOR 805: WORK SUPPORT

VARIABLE NUMBER	STATEMENT
206	23 To what extent do additional duties interfere with the performance of your primary job?

To what extent do you have adequate tools and equipment to accomplish your job?

To what extent is the amount of work space provided adequate?

Formula a $(8-206+207+208)/3$

FACTOR 806: NEED FOR ENRICHMENT INDEX (JOB DESIRES)

VARIABLE NUMBER	STATEMENT
249	51 Opportunities to have independence in my work
250	52 A job that is meaningful

VARIABLE NUMBER	STATEMENT
251	53 The opportunity for personal growth in my job
252	54 Opportunities in my work to use my skills

VARIABLE NUMBER	STATEMENT
253	55 Opportunities to perform a variety of tasks

FACTOR 807: JOB MOTIVATION INDEX

VARIABLE NUMBER	STATEMENT

VARIABLE NUMBER	STATEMENT
800	800 Skill variety
801	801 Task identity
802	802 Task significance
803	803 Performance barriers/blockages
813	813 Task autonomy
804	804 Job Feedback

Formula a $((800+801+802+805)/4)*813*804$

FACTOR 808: OJI TOTAL SCORE

Score is computed using the variables in the following formula:

$$((V201+V202+V203+V210+V271+V272+V28-V206+V207+V208+V209+V210+V211+V212+V213)/3)$$

FACTOR 809: JOB MOTIVATION INDEX ---- ADDITIVE

Index is computed using the following factors:

800	Skill Variety
801	Task Identity
802	Task Significance
805	Performance Barriers/Blockages
813	Task Autonomy
804	Work Repetition

$$\text{FORMULA: } ((800+801+802+805)/4)+813+804$$

FACTOR 810: JOB PERFORMANCE GOALS

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
217	34	To what extent do you know exactly what is expected of you in performing your job?
218	35	To what extent are your job performance goals difficult to accomplish?
273	36	To what extent are your job performance goals clear?
274	37	To what extent are your job performance goals specific?
221	38	To what extent are your job performance goals realistic?

FACTOR 812: TASK CHARACTERISTICS

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
201	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?
202	18	To what extent does your job involve doing a whole task or unit of work?
203	19	To what extent is your job significant in that it affects others in some important way?
272	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?
209	26	To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?
210	27	To what extent does doing your job well affect a lot of people?
211	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?
212	29	To what extent does your job require you to use a number of complex skills?

FACTOR 813: TASK AUTONOMY

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
270	20	To what extent does your job provide a great deal of freedom and independence in scheduling your work?
271	21	To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?
213	30	To what extent does your job give you freedom to do your work as you see fit?
214	31	To what extent are you allowed to make the major decisions required to perform your job well?

FACTOR 914: WORK REPETITION

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
226	39	To what extent do you perform the same tasks repeatedly within a short period of time?
227	40	To what extent are you faced with the same type of problem on a weekly basis?

To what extent do you perform the same tasks repeatedly within a short period of time?

To what extent are you faced with the same type of problem on a weekly basis?

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
240	44	To what extent are you being prepared to accept increased responsibility?
241	45	To what extent do people who perform well receive recognition?

To what extent are you being prepared to accept increased responsibility?

To what extent do people who perform well receive recognition?

To what extent are you having the opportunity to learn skills which will improve your promotion potential?

To what extent are you having the opportunity to learn skills which will improve your promotion potential?

To what extent are you having the opportunity to learn skills which will improve your promotion potential?

FACTOR 818: MANAGEMENT - SUPERVISION (A)

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
404	58	My supervisor is a good planner
405	59	My supervisor sets high performance standards
410	60	My supervisor encourages teamwork
411	61	My supervisor represents the group at all times
412	62	My supervisor establishes good work procedures.
413	63	My supervisor has made his responsibilities clear to the group
415	64	My supervisor fully explains procedures to each group member
416	65	My supervisor performs well under pressure

FACTOR: MANAGEMENT - SUPERVISION (B) (NOT A STATISTICAL FACTOR)

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
216	33	To what extent do you feel accountable to your supervisor in accomplishing your job?
238	42	To what extent do co-workers in your work group maintain high standards of performance?

To what extent do you feel accountable to your supervisor in accomplishing your job?

To what extent do co-workers in your work group maintain high standards of performance?

FACTOR 817: ADVANCEMENT/RECOGNITION

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
234	41	To what extent are you aware of promotion/advancement opportunities that affect you?
239	43	To what extent do you have the opportunity to progress up your career ladder?

To what extent are you aware of promotion/advancement opportunities that affect you?

To what extent do you have the opportunity to progress up your career ladder?

<u>FACTOR 819: SUPERVISORY COMMUNICATIONS CLIMATE</u>		
<u>VARIABLE NUMBER</u>	<u>STATEMENT NUMBER</u>	<u>STATEMENT</u>
426	67	My supervisor asks members for their ideas on task improvements
428	68	My supervisor explains how my job contributes to the overall mission
431	69	My supervisor helps me set specific goals
433	70	My supervisor lets me know when I am doing a good job
435	72	My supervisor always helps me improve my performance
436	73	My supervisor insures that I get job related training when needed
437	74	My job performance has improved due to feedback received from my supervisor
442	76	My supervisor frequently gives me feedback on how well I am doing my job

<u>FACTOR 820: ORGANIZATIONAL COMMUNICATIONS CLIMATE</u>		
<u>VARIABLE NUMBER</u>	<u>STATEMENT NUMBER</u>	<u>STATEMENT</u>
300	82	Ideas developed by my work group are readily accepted by management personnel above my supervisor
301	83	My organization provides all the necessary information for me to do my job effectively
302	84	My organization provides adequate information to my work group
303	85	My work group is usually aware of important events and situations
304	86	My complaints are aired satisfactorily
309	91	The information in my organization is widely shared so that those needing it have it available

<u>FACTOR 821: WORK GROUP EFFECTIVENESS</u>		
<u>VARIABLE NUMBER</u>	<u>STATEMENT NUMBER</u>	<u>STATEMENT</u>
314	96	My organization has clear-cut goals
317	99	The goals of my organization are reasonable
318	100	My organization provides accurate information to my work group

<u>FACTOR: WORK INTERFERENCES (NOT A STATISTICAL FACTOR)</u>		
<u>VARIABLE NUMBER</u>	<u>STATEMENT NUMBER</u>	<u>STATEMENT</u>
277	48	To what extent do you have the necessary supplies to accomplish your job?
278	49	To what extent do details (task not covered by primary or additional duty descriptions) interfere with the performance of your primary job?
279	50	To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?

FACTOR 822: JOB RELATED SATISFACTION

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
705	101	<u>Feeling of Helpfulness</u> The chance to help people and improve their welfare through the performance of my job. The importance of my job performance to the welfare of others.	305	87	My organization is very interested in the attitudes of the group members toward their jobs.
709	102	<u>Co-worker Relationships</u> My amount of effort compared to the effort of my co-workers, the extent to which my co-workers share the load, and the spirit of teamwork which exists among my co-workers.	306	88	My organization has a very strong interest in the welfare of its people.
710	103	<u>Family Attitude Toward Job</u> The recognition and the pride my family has in the work I do.	310	92	Personnel in my unit are recognized for outstanding performance.
717	106	<u>Work Schedule</u> My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.	311	93	I am usually given the opportunity to show or demonstrate my work to others.
718	107	<u>Job Security</u>	312	94	There is a high spirit of teamwork among my co-workers.
719	108	<u>Acquired Valuable Skills</u> The chance to acquire valuable skills in my job which prepare me for future opportunities.	313	95	There is outstanding cooperation between work groups of my organization.
723	109	<u>My Job as a Whole</u>	315	97	I feel motivated to contribute my best efforts to the mission of my organization.
			316	98	My organization rewards individuals based on performance.

FACTOR 823: JOB RELATED TRAINING

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
711	104	<u>On-the-Job Training (OJT)</u> The OJT instructional methods and instructors' competence.
712	105	<u>Technical Training (Other than OJT)</u> The technical training I have received to perform my current job.

FACTOR 824: GENERAL ORGANIZATIONAL CLIMATE

FACTOR 825: MOTIVATION POTENTIAL SCORE

Score is computed using the following factors:

800	Skill variety
801	Task identity
802	Task significance
804	Job feedback
813	Task autonomy

formula $(800+801+802)/3)*813*804$

Value range will be from 1 to 343.

END

FILMED

2-83

DTIC